

## Learning Objectives

Reading Skill Focus: Effective Reading Strategies

- Reading for Thorough Understanding: SQ3R
- Fast Reading: Skimming and Scanning

Writing Skill Focus:

- Avoiding Plagiarism
- Paraphrasing and Summarizing

## Section A: Reading



### 1. Reading Skill Focus

#### Effective Reading Strategies

You may read a variety of materials in English in your daily life for your English and major study. Later on, as you progress further in your academic career, you may have to read lab reports, and even academic papers.

Effective readers have confidence and interest in reading. They are also clear about the purposes of their reading and consciously make use of effective strategies to achieve their goals.

There are certain well tried out and widely used reading methods that you can use and adapt to suit your own needs. In this unit, two commonly used methods will be introduced. The first one, SQ3R, a way of intensive reading, is recommended for intensive reading. The second one, fast reading, applies when you read extensively.

#### 1.1 Reading for Thorough Understanding: SQ3R

The **SQ3R** method includes 5 steps to follow:

(1) **Survey:** Glance rapidly through the whole text before reading any part of it in detail. This will give you a general picture of the text: the main idea, its purpose and organization.

(2) **Question:** Ask yourself some questions about each section (e.g., what, why, how, etc.). You may write down the questions and try answering them before further reading. These questions will give you a sense of focus and purpose while you read.

(3) **Read:** Thoroughly and carefully read the text section by section to find out answers to your questions. You may underline key points, take down notes, and if necessary, reread parts that seem challenging. Make sure you grasp the main idea and the purpose of the text.

(4) **Recall:** At the end of each section, recall the content. Try retelling the key ideas of the text.

(5) **Review:** Check the accuracy of your recall by a quick review. Reflect on your questions again for deeper understanding. Reread when necessary.

As you can see, the 5 steps reinforce one another. They help you stay focused, active and reflective. Practice using it and find out which techniques work best for you.

### ➔ Task 1. Practicing SQ3R method

**Step 1. Survey:** Quickly glance through the following text (chosen from Text 1 of this unit). Predict the main idea of the text.

**Step 2. Question:** Before reading the text any further, what question(s) can you ask about the text? \_\_\_\_\_

**Step 3. Read:** Read the text carefully. Underline key words. Write down the main idea of each paragraph. If necessary, reread difficult parts. Answer your own question(s).

#### **Cultural Neuroscience ( 神经科学 ): How Culture Influences the Brain**

What Gladwell doesn't address, however, is where these cultural differences come from, and how they become so pervasive in the first place. While it makes sense to think that people from different parts of the world will think about the world differently, we are only beginning to understand how deeply entrenched ( 确立的, 不太可能改变的 ) those differences really are—right down to the way our brains themselves function.

Barely two years old, the field of cultural neuroscience is transforming the way scientists think about the brain. Recent research suggests there's "a rich variation in basic mental processes". Jon Freeman, a doctoral student and author of a chapter on cultural neuroscience for the annual journal *Progress in Brain Research*, together with Tufts University researchers, is opening the door to determine just how—and how much—culture influences the working of the brain.

Tufts psychology professor Nalini Ambady puts it this way: cultural neuroscience shows that "there is

malleability (可塑性, 适应力) in the neural structure depending on cultural exposure". The brain, she says, is a "sponge" that absorbs cultural information. What she and other cultural neuroscientists have discovered is that although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained (根深蒂固的, 难以改变的) for immersion in a particular culture. They've also learned that those differences in brain function can influence our emotions, behaviour and attitudes towards people from other cultures. (around 280 words)

**Step 4.** Recall: With the help of your notes, retell to your partner the main idea of the text.

**Step 5.** Review: Review the text to check the accuracy of your recall. Discuss with your partner your understanding of the text.

## 1.2 Fast Reading: Skimming and Scanning

In college, you may have to read fast due to time constraint and/or the large quantity of reading required. While it is difficult to attain a high speed reading in a foreign language, you can certainly improve your speed through the use of efficient reading strategies and constant training.

Throughout the course, we will practice two important fast reading skills—skimming and scanning. **Skimming** is fast reading for general ideas while **scanning** is fast reading for specific information.

When skimming, we move our eyes quickly to get basic understanding. Usually, we pay special attention to the title, subtitles, topic sentences (usually can be found in the first or the last sentence in a paragraph, but not always), the first and last paragraphs, illustrations and charts. Skimming can be applied to almost any kind of reading.

Scanning is highly purpose-driven. When scanning, we read quickly to locate specific information, such as an answer to a question, a number, the name of a person or a place, etc.

### ➔ Task 2. Pair work

*Make a list of materials you read in your daily life and decide how to best read each of them. Can you add more to the list?*

Materials You Read	Purposes of Your Reading	The Best Way to Read Them
Novels		
News reports and magazine articles		
Textbooks		
Reference books		

(Continued)

Materials You Read	Purposes of Your Reading	The Best Way to Read Them
E-mails		
Online blogs		
Dictionaries		
Maps		
Research papers		

## 2. Texts

### 2.1 Text 1: The Brain in the World

#### Pre-reading task

#### ➔ Task 1. Skimming

Read through Text 1, *The Brain in the World*, quickly (within 2–3 minutes). Choose one from the following statements that best summarizes the main idea of the article.

- A) Easterners and westerners think differently.
- B) Culture is critical to the safety record of an airline.
- C) The article reports on the 2-year growth of neuroscience.
- D) Research reveals culture's significant role in shaping our brain.

Now, read the text thoroughly and do the tasks that follow. Practice the SQ3R method.

### The Brain in the World<sup>1</sup>

**A burgeoning ( 迅速增长 / 发展的 ) science explores the deep imprint of culture.**

By Michael Blanding<sup>2</sup>

#### Culture Matters

**1** Early one morning in August 1997, Korean Air Flight 801 was heading for a landing at Guam Airport ( 关岛机场 ). There was a spate of heavy weather, which wouldn't have been a problem itself. But the airport's guidance system was down, and the pilot

1 Abridged from *Reader's Digest Asia's* online edition: <http://www.rdasia.com/the-brain-in-the-world>. In-text subtitles are added by the compiler of this book.

2 Michael Blanding is an award-winning magazine writer who covers politics, social issues, and travel. He has written for publications including *The Nation*, *The New Republic*, *The Boston Globe*, and *Boston Magazine*, where he is a contributing editor. He has also taught magazine writing in Emerson College, Tufts University.

was dog-tired, having been awake for 19 hours straight. Even though he'd landed at this airport many times in the past, he forgot that there was a big hill blocking the approach to the runway. He flew the plane right into it, killing 228 people.

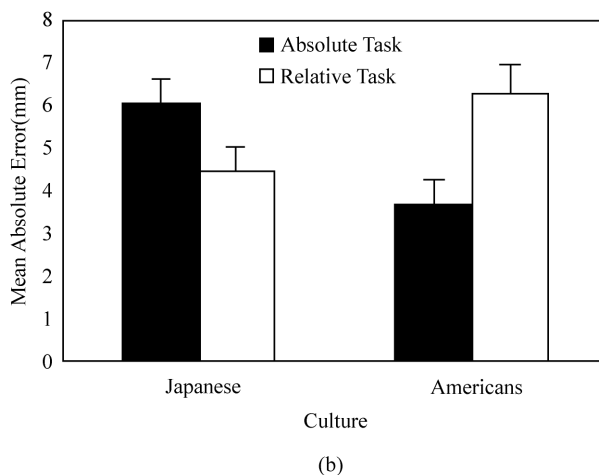
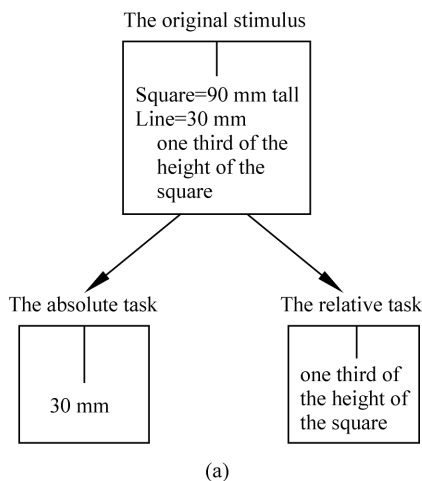
- 2 That was one of the eight crashes over 20 years for Korean Air, which at the time held the worst safety record of any airline, as award-winning sociologist and writer Malcolm Gladwell relates in his recent book *Outliers*. The consultant who came in to analyse the problem found a surprising reason for it: the Koreans' cultural tendency to be extremely **deferential** to their superiors. Both the first officer and the flight engineer had recognised the danger signs, but they couldn't bring themselves to confront the pilot directly or take control of the plane.
- 3 The consultant's analysis drew on the work of Geert Hofstede, a Dutch psychologist who spent many years analysing business culture around the globe and assigning different countries a "power-distance index" (PDI) based on how much their citizens **defer to** those in power. Americans, having a low PDI, **are accustomed to** speaking frankly to superiors as the occasion demands. A study of the airline industry revealed that South Korea has the second highest PDI of any country in the world.
- 4 The problem went away when the consultant required everyone in Korean Air's cockpits to speak English. Without the deferential forms of address used in Korean—useful as they may be in other contexts—the crew were able to speak more directly, and as a result, Korean Air went on to achieve one of the best safety records of any airline. The takeaway, according to Gladwell, is that "cultural legacies matter—they are powerful and **pervasive** and they persist". And he adds, "When we ignore that fact, planes crash".

### Cultural Neuroscience: How Culture Influences the Brain

- 5 What Gladwell doesn't address, however, is where these cultural differences come from and how they become so pervasive in the first place. While it makes sense to think that people from different parts of the world will think about the world differently, we are only beginning to understand how deeply entrenched (确立的, 不太可能改变的) those differences really are—right down to the way our brains themselves function.
- 6 Barely two years old, the field of cultural neuroscience is transforming the way scientists think about the brain. Recent research suggests there's "a rich variation in basic mental processes". Jon Freeman, a doctoral student and author of a chapter on cultural neuroscience for the annual journal *Progress in Brain Research*, together with Tufts University researchers, is opening the door to determine just how—and how much—culture influences the working of the brain.

7 Tufts psychology professor Nalini Ambady puts it this way: cultural neuroscience shows that “there is malleability (可塑性, 适应力) in the neural structure depending on cultural exposure”. The brain, she says, is a “sponge” that absorbs cultural information. What she and other cultural neuroscientists have discovered is that although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained (根深蒂固的, 难以改变的) for **immersion** in a particular culture. They’ve also learned that those differences in brain function can influence our emotions, behaviour and attitudes towards people from other cultures.

8 A few years ago, Shinobu Kitayama and colleagues at the University of Michigan conducted a **seminal** study that highlighted some of the differences between Eastern and Western thinking which Gladwell observed in the Korean Air case. American and Japanese subjects were shown a simple square frame with a vertical line drawn partway down the middle. The researchers then gave them a larger new frame and told them to draw a line the same length as the original. But there was a twist. Some people were told to draw a line the same absolute length as the original; others were told to draw one the same relative length as the larger new square.<sup>1</sup>



9 Across the board, the Americans performed better on the absolute test, while the Japanese excelled on the relative test. The researchers **attributed** the differences **to** cultural traits found in previous psychological studies: Americans **excel at** analysing

1 The charts originally appeared in a research paper entitled *Perceiving an Object and Its Context in Different Cultures: a Cultural Look at New Look* by Shinobu Kitayama, Sean Duffy, Tadashi Kawamura and Jeff T. Larsen, published in *Psychological Science*, Vol. 14, No. 3, May 2003. They are added by the compiler of the unit to aid comprehension.

specific details, while Asians perceive objects more holistically (整体的, 全面的), taking the surrounding context into account.

- 10 Last year, when researchers at the Massachusetts Institute of Technology (MIT) did brain imaging on subjects as they performed the framed line test, they found differences that went beyond cultural traits. Hooked up to a functional magnetic resonance imaging (fMRI) machine, both Americans and Japanese showed more activity in parts of the brain responsible for increased concentration when they were drawing the line that was more difficult for their cultural group.
- 11 What MIT researchers demonstrated was that two culturally distinct groups were using different parts of their brain for the same simple task. “As you get to higher levels of complexity, it leaves the door open for all other differences in brain function,” Freeman says.
- 12 Tufts’ senior vice president and provost (美国大学教务长) Jamshed Bharucha, a professor in Department of Psychology, has made it his business to explore some of those higher levels of complexity. In a paper published in *Current Directions in Psychological Science* last December, Ambady and Bharucha use the term “cultural mapping” to describe patterns revealed in the fMRIs. “When you are exposed to a culture over lifetime, your brain reorganises,” contends Bharucha, “The connections between the neurons change, and then the brain develops these cultural lenses through which you perceive the world.”



### Culture vs. Genes

- 13 While it’s impossible to **rule out** genetic differences between races to explain these differences in brain function, evidence increasingly points to culture as the deciding factor. Ambady and Bharucha both caution that further studies are needed—perhaps involving adopted children or immigrants—to determine exactly where genetics ends and culture begins. The most recent studies in the field, however, have already begun to show how malleable the structure of the brain is **in response to** cultural stimuli.
- 14 Joan Chiao, professor of psychology at Northwestern University who coined the term “cultural neuroscience”, conducted a study in October 2009 that showed distinctively how culture can **override** genetic **imperatives**. The study looked at

both genetic and cultural factors that influence depression. It found that East Asians disproportionately (不成比例地, 不相称地) possess a genetic trait that makes them more **susceptible** to depression than Americans when exposed to stress. And yet Americans have a higher incidence of depression. Chiao concludes that the collectivist culture of East Asians supersedes (替代, 取代) their genetics in helping to fight off depressive tendencies.

### Implications

- 15 Despite their promise, however, the implications of cultural neuroscience are also rife for misinterpretation. Freeman worries it could be **misconstrued** to promote negative stereotypes. “I don’t want people to jump to the conclusion that every American is wired to love dominance while every Japanese subordination,” says Freeman, “For Western readers, through the lens of their own culture, there is a lot of value judgment in that.”
- 16 Ambady also counsels caution. “The field of cultural neuroscience is very young,” she says, “and we tend to imbue (使……充满) these activations with lots of meaning.” The mainstream media often take the wrong message from cultural neuroscience research, which reports that if differences are found on the level of the brain, they must be somehow hard-wired (硬接线的, 硬连接的; 不易改变的). But evidence to the contrary **abounds**. Take the case of Korean Air as an example, flight crew succeeded in unlearning aspects of their culture that compromised their performance. “What cultural neuroscience shows,” Ambady says, “is that the brain is not fixed—it’s malleable.”
- 17 At the same time, the young field can also help us understand differences that do exist between cultures, which potentially lead to greater cooperation on international trade, security, and environmental protection. For that to occur, however, we need to overcome big neurological hurdles. With exposure to other cultures, perhaps the brain can absorb different ways of perceiving and responding to the world. At the very least, being aware of how deep-seated our perceptions are can help us recognize—maybe even overcome—our natural prejudices. (around 1400 words)



### Vocabulary List

#### Words:

▲ abound	/ə'baund/	<i>vi.</i>	大量存在
▲ deferential	/ˌdefə'renʃl/	<i>a.</i>	恭敬的; 惯于顺从的
★ immersion	/i'mɜ:ʒən, -ʃən/	<i>n.</i>	(不可数) 沉浸, 浸没; 专心 (做某事), 投入

★ imperative	/im'perətiv/	<i>n.</i>	(正式) 命令, 规则; 必要的事, 紧急的事
<i>misconstrue</i>	/ˌmiskən'struː/	<i>vt.</i>	(正式) 误解
▲ override	/ˌəʊvə'raɪd/	<i>vt.</i>	(-rode, -ridden) 优先于, 压倒
★ pervasive	/pə'veɪsɪv/	<i>a.</i>	到处存在的; 遍布的
<i>seminal</i>	/'seɪnəl/	<i>a.</i>	(正式)(书、乐曲等) 开创性的, 有重大影响的
★ susceptible	/sə'septəbl/	<i>a.</i>	易受某种问题影响的; 易得某种病的 (be susceptible to...)

**Phrases:**

be accustomed to (doing) something	习惯于(做)某事
attribute...to	把……归因于
defer to	(正式)服从, 遵从, 听从
excel at doing	精通……, 擅长……
in response to	作为……的回应
rule out	排除, 拒绝考虑

**Post-reading tasks****➔ Task 2. Comprehension questions**

1) What was the cause of the air crash in August 1997?

\_\_\_\_\_

2) What does Blanding want to illustrate using the air crash story?

\_\_\_\_\_

3) What do cultural neuroscientists try to study?

\_\_\_\_\_

4) In general, what do the researches cited in the article reveal about the brain?

\_\_\_\_\_

5) In what way could the implications of cultural neuroscience be misunderstood?

\_\_\_\_\_

**➔ Task 3. Determining the background information**

Determine the background information of the text. Complete the following form.

	Detailed Information
Who wrote it?	
To whom was the author writing?	
Where did the text appear?	
When was it written?	
Why was it written?	

#### ➔ Task 4. Vocabulary development

Below are 5 sentences taken from the text. Write down synonyms for those bold typed words.

- 1) A **burgeoning** ( ) science, cultural neuroscience, explores the deep **imprint** ( ) of culture in our brain.
- 2) Americans, having a low PDI, **are accustomed to** ( ) speaking frankly to superiors as the occasion demands.
- 3) A few years ago, Shinobu Kitayama and colleagues at the University of Michigan conducted a **seminal** ( ) study that highlighted some of the differences between Eastern and Western thinking.
- 4) Freeman worries it could be **misconstrued** ( ) to promote negative stereotypes.
- 5) Cultural legacies matter: they are powerful and **pervasive** ( ) and they persist.

Complete the following 5 sentences by choosing the best word from the box.

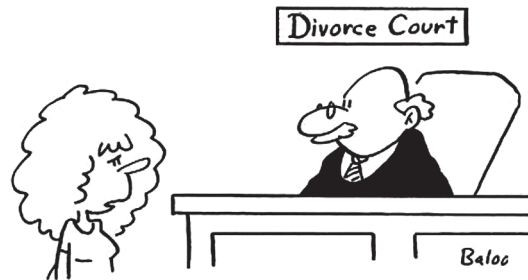
susceptible	transforming	attributed	perceiving	immersion
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- 6) Barely two years old, the field of cultural neuroscience is \_\_\_\_\_ the way scientists think about the brain.
- 7) Although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained from \_\_\_\_\_ in a particular culture.
- 8) The researchers \_\_\_\_\_ the differences to cultural traits found in previous psychological studies: Americans excel at analysing specific details, while Asians perceive objects more holistically, taking into account the surrounding context.
- 9) It found that East Asians disproportionately possess a genetic trait that makes them more \_\_\_\_\_ to depression than Americans when exposed to stress.
- 10) With exposure to other cultures, perhaps, the brain can absorb different ways of \_\_\_\_\_ and responding to the world.

### ➔ Task 5. Discussion

Choose any one of the following topics that you find interesting. Discuss with your group members, note down key points and present them to the class.

- Cultural differences between Chinese and other nationalities. Discuss reasons.
- Cultural differences between people from different regions in China. Discuss reasons.
- Cultural differences between men and women. Discuss reasons.



"We have irreconcilable differences — he's a man!"

## 2.2 Text 2: Cultural Impact of Technology Transfer

### Pre-reading task

#### ➔ Task 1. Analyzing introductory paragraph

The first paragraph in a formal essay usually serves as an introductory paragraph, which introduces the topic and thesis statement (a sentence that states the main idea) of the essay. Read the first paragraph of the following text. Discuss with your friends:

- Which sentence(s) introduces the topic?
- Which sentence(s) states the thesis? Highlight the thesis statement.
- What question(s) does the article aim to solve?
- What examples are used to illustrate the author's thesis?

### Cultural Impact of Technology Transfer<sup>1</sup>

① Human history has demonstrated that the flow of information is inevitable; cultures across the world have been trading ideas for thousands of years. Dick Teresi claims, however, that “a technology evolves within a culture and its particular demands and **preoccupations**, intertwines (局势、观点等紧密相关) with that society's particular environment” (Teresi, 356). While this statement holds true for many **innovations**, not all technologies are direct products of the cultures using them. As human communications

<sup>1</sup> “Cultural Impact of Technology Transfer.” 123HelpMe.com. 20 Jul., 2012: <http://www.123HelpMe.com/view.asp?id=22421>.

increased, technologies were frequently invented in one culture and transferred to another. The cultures that acquired technologies from outside sources oftentimes utilized them in ways originally not intended to. Did these external technologies have positive or negative effects on the cultures that accepted them? The consequences of **implanted** technologies vary from case to case depending on a number of factors, including environmental and lifestyle differences between the two communities. To highlight the networking of these factors and weigh the effects of transferring technologies, I will compare two **scenarios**: the European's introduction of guns into Inuit culture and the bringing of horses to the Native Americans by the Spaniards.

**2** The story of European small arms began with the cannon. The cannon, first used in the 1346 Battle of Crécy<sup>1</sup>, was gradually reduced in size over the next three centuries until a cannon small enough to attach to the end of a stick emerged (Ferris, 3). This innovation gave birth to the gun, an invention that revolutionized European **warfare**. Because the gun was invented primarily for military purposes, Europeans used it more in battlefields than on hunting grounds, where bows and arrows still dominated (Ferris, 3). When the Europeans introduced small arms into Inuit culture, however, they became seal hunting instruments. The Inuit's original seal hunting methods involved harpooning (用捕鲸叉捕猎) the animals through a hole in the ice. Seal carcass (动物尸体) **retrieval** was difficult, so the Inuit designed their harpoons specifically for efficient recovery of seal bodies. Their engineering was so successful that only one seal body sunk out of every twenty (Ehrlich, 216).

**3** Unlike the harpoon, however, the gun was not specially designed for seal hunting. Thus, when the Inuit acquired rifles from the Hudson's Bay Company<sup>2</sup> and started shooting seals, the bodies would sink before they could be harpooned and **retrieved**. Hunting efficiency plummeted (价值或数量骤然跌落, 暴跌) dramatically; Nineteen out of every twenty seals hunted with guns sank (Ehrlich, 216). Before long, Inuit hunting began **depleting** seal populations. The introduction of small arms **dealt a blow to** both the Inuit community, whose hunting efficiency decreased, and their environment, which suffered a loss of mass numbers of animals. In this case, the technological advance was **detrimental** to the culture. In my opinion, this pattern ended because the **culprit** technology did not arise from the Inuit culture but was instead adapted from an outside source. For many years the Inuit harpoon **sufficed for**

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1 It took place on 26 August, 1346 near Crécy in northern France, and was one of the most important battles of the Hundred Years' War. The combination of new weapons and tactics has caused many historians to consider this battle the beginning of the end of classic chivalry (*Wikipedia*).

2 The oldest commercial corporation in North America and one of the oldest in the world (*Wikipedia*).

their hunting needs, but the introduction of European weaponry upset the progression of Inuit technology. In other words, the Europeans implanted a product that was not needed in Inuit culture and in doing so, it produced harmful effects on both the Inuits and their environment. If the Inuit had developed a need for small arms over time and designed a gun suited to their hunting methods, perhaps the gun would have generated less harmful effects. Therefore, this scenario suggests that technologies inserted into the community from an external source affect a culture in a more damaging way than those arising from within a culture.

- 4 The Spaniards' introduction of horses into North America provides a similar example of this argument. Previous to the arrival of the Spaniards, horses did not exist in North America. During the sixteenth century, Spanish conquistadors (16 世纪墨西哥和中美洲、南美洲的征服者) brought cavalries (骑兵) with them to Central America and left behind many horses. Over time, mustang (产于美洲的小野马) herds migrated northward and eventually reached the Plains Indians, who adopted them into their hunting methods (Native Americans, 1). With the increased mobility afforded by riding horses, Plains Indians could target larger game animals (Discovery Channel, February 11, 2005).
- 5 Hunting larger preys benefited these Native Americans because it increased their food intake and allowed their populations to expand. Eventually, the mounted Plains Indians became extremely efficient buffalo (水牛) hunters, perhaps too efficient for their own good (Native Americans, 1). A common hunting method included herding bison (犏牛) into canyons (峡谷), killing animals in excess of what was needed by the tribe to survive. For example, ten thousand years ago in Colorado, Plains Indians **incited** a stampede (奔逃, 逃窜) off a cliff and killed two hundred bison, many of which could not be recovered for food (Ponting, 30). With this wasteful hunting system, the mounted Plains Indians rapidly depleted the bison population. Their hunting abilities **wreaked havoc on** the environment around them. The Plains Indians gained this efficiency from their horses, a technology introduced from an outside culture. Thus, although the introduction of horses benefited the Plains Indians, the environment suffered greatly.
- 6 This case of technology transfer carries many of the same implications as that of guns from Europeans to Inuits. As with the Inuits, the insertion of an outside technology into the Plains Indian culture resulted in a **drastic** plunge in animal population. Horse riding may have initially improved Indian hunting techniques, but by facilitating the near extinction of bison, it caused problems for Native American tribes later on. I believe that because neither community was accustomed to these technologies, their

introduction produced harmful effects.

7 Of course, there are exceptions to this argument; cases exist that the transfer of a technology from one culture to another benefits the **recipient** culture without any deleterious (有害的) side effects. My assertion, however, does not claim that the sharing of technology is damaging in all scenarios. Instead, I believe that the risk of harmful consequences increases when one culture introduces a technology into a foreign culture as opposed to the latter one developing the technology on its own. According to Teresi, inventions arise in a community for a specific purpose: to fill in a technological void. As evidenced by the Plains Indian and Inuit examples, introducing a technology into a culture that has no void upsets the natural progression of technological development, oftentimes with drastic consequences. (1018 words)

### Sources:

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## Vocabulary List

### Words:

▲ culprit	/'kʌlpɪt/	n.	(非正式)问题的起因;困难的起源
▲ deplete	/di'pli:t/	v.	(usually passive)(正式)消减,损耗
▲ detrimental	/.detrɪ'mentl/	a.	(正式)有害的,不利的
★ drastic	/'dræstɪk/	a.	激烈的;突然的
▲ implant	/ɪm'plɑ:nt/	v.	灌输(思想、感情或行为方式);移植
▲ incite	/ɪn'saɪt/	vt.	激起,煽动,鼓动
★ innovation	/.ɪnə'veɪʃn/	n.	新发明,新方法;革新,创新
▲ preoccupation	/'pri:ɔkjʊ'peɪʃn/	n.	使人全神贯注的事物;使人入神的事物;全神贯注
★ recipient	/'rɪsɪpiənt/	n.	(正式)接受者,领受者

★ retrieval	/ri'tri:vəl/	<i>n.</i> (不可数) 找回, 领回; (计算机系统的信息) 检索
★ retrieve	/ri'tri:v/	<i>v.</i> (正式) 找回; 收回, 取回; 检索 (计算机系统的信息)
★ scenario	/si'nɑ:ri:əʊ/	<i>n.</i> (可能发生的) 情况, 事态, 局面
★ suffice	/sə'faɪs/	<i>v.</i> (正式) 足够, 满足
★ warfare	/'wɔ:feə/	<i>n.</i> (不可数) 战争, 战争状态 (尤指作战方法)

**Phrases:**

deal a blow to	(给某人或某物) 造成损失, 伤害; 打击
wreak havoc on	给……造成巨大破坏

**Post-reading tasks****➔ Task 2. Comprehension**

Mark the following statements with *T* (true) or *F* (false) according to the text.

- 1) The author set out to find out why technological transfer can bring harmful effects to the recipient culture. (      )
- 2) When guns were introduced into the Inuit culture, the hunting efficiency greatly increased. (      )
- 3) The introduction of horses enabled Native Americans to hunt excessive number of game animals. (      )
- 4) In both examples, the implanted technologies caused damage to the natural environment. (      )
- 5) In conclusion, technology transfer brings damages to the recipient culture. (      )

**➔ Task 3. Note taking**

The author uses two examples to support his/her thesis. Note down key information.

	Example 1	Example 2
Technology being transferred		
The recipient culture		
The resulting benefits		
The resulting damages		
Possible reasons for the damages		

#### ➔ Task 4. Vocabulary development

Match the following words with their English definitions.

- |                     |  |
|---------------------|--|
| 1) _____ drastic    | a. a new idea, method, or invention  |
| 2) _____ innovation | b. to find something and bring it back; to get back information that has been stored in a computer |
| 3) _____ plummet    | c. to be enough  |
| 4) _____ retrieve   | d. to suddenly and quickly go down in value or amount  |
| 5) _____ suffice    | e. strong, sudden, and often severe  |

Use the correct forms of the above words to complete the following sentences.

- 6) The program allows you to \_\_\_\_\_ information quickly by searching under a keyword.
- 7) One example will \_\_\_\_\_ to illustrate the point.
- 8) \_\_\_\_\_ measures are needed to clean up the environment.
- 9) We must encourage \_\_\_\_\_ if the company is to remain competitive.
- 10) The Prime Minister's popularity has \_\_\_\_\_ to an all-time low in recent weeks.

#### ➔ Task 5. Discussion

Discuss the following questions and present your ideas.

- What are your views on the author's thesis?
- Can you think of more examples of technology transfer? Do they have positive or negative effects on the recipient cultures?

## Section B: Writing



### 1. Avoiding Plagiarism

As a university student, you have already become a member of the academic community. You will learn to read other people's works, build up your own mind, come up with your own original thoughts, and present them in an academic way.

You need to be aware that there are strict rules to follow concerning the use of different sources for your own writing. Some scholars, intentionally or accidentally, fail to give due credit to original authors, thus committing "plagiarism", sometimes with serious consequences.

## 1.1 What Is Plagiarism?

### ➔ Task 1. Reading for key points

Read the following definitions of plagiarism and highlight key points.

- “Basically plagiarism means taking ideas or words from a source without giving credit (acknowledgement) to the author. It is seen as a kind of theft, and is considered to be an academic crime.”—*Academic Writing: A Handbook for International Students* (3<sup>rd</sup> ed.)
- “Plagiarism is theft. If you use another person’s ideas, words, manner of expression, or research and pass that material off as your own, you are guilty of plagiarism. Whether intentionally or unintentionally, plagiarism can result in serious penalties, including failing an assignment, a course, or expulsion.”—*Patterns for a Purpose: a Rhetorical Reader* (4<sup>th</sup> ed.)

### ➔ Task 2. Group work

Consider the following academic situations and decide if they are plagiarism.<sup>1</sup> Can you supply more situations?

	Situation	Yes/No
1	Copying a paragraph, but changing a few words and giving a citation.	
2	Cutting and pasting a short article from a website, with no citation.	
3	Taking two paragraphs from a classmate’s essay, without citation.	
4	Taking a graph from a textbook, giving the source.	
5	Taking a quotation from a source, giving a citation but not using quotation marks.	
6	Using something that you think of as “general knowledge”, e.g., large areas of rainforest have been cut down in recent years.	
7	Using the results of your own research, e.g., from a survey, without citation.	
8	Giving a citation for some information but misspelling the author’s name.	
9	Taking ideas, materials, and pictures from the internet, without acknowledging sources.	
10	Copying other student’s answer in your assignment without acknowledgment.	
11	Paying someone else to write a paper for you.	

1 This activity is adapted from *Academic Writing: a Handbook for International Students* (3<sup>rd</sup> ed.).

## 1.2 Why Does Plagiarism Happen?

### ➔ Task 3. Group work

Below is a list of possible reasons why people plagiarize. Check (✓) those that are most common according to your own experience and observation. Can you supply more to the list? How can you solve each problem?

- Poor time management. Saving everything until the last moment.
- Laziness.
- Lack of confidence in one's own ability to produce original ideas.
- Lack of skills necessary for research, academic reading and forming one's own judgment.
- Lack of knowledge on plagiarism.
- Assumption that practices of plagiarism is not easily recognized.
- Lack of necessary academic skills to integrate different sources in one's own works.
- Poor note-taking skill which results in unintentional copying of other's ideas.
- Not keeping detailed information on the sources.
- Dishonesty.
- \_\_\_\_\_
- \_\_\_\_\_

## 2. Paraphrasing and Summarizing

### Direct and Indirect Referencing

College students need to learn appropriate referencing (i.e., using other sources in your own writing) skills including **quoting, paraphrasing, summarizing, and using proper referencing style**. In this unit, we will learn about summarizing and paraphrasing. Referencing style will be addressed in Section B, Unit 7.

There are basically two types of referencing in your own writing: **direct referencing** (quoting of exact words, sentences, paragraphs), and **indirect referencing** (summarizing or paraphrasing other's ideas and giving due credit).

Direct quotations should be used sparingly. Overuse of quotation is poor referencing practice. A balance of quoting, summarizing and paraphrasing is ideal.

### ➔ Task 4. Discussion

You may have noticed that in Text 1, the author drew heavily on relevant research in cultural neuroscience. Below are some parts chosen from the text. Mark instances of

*direct referencing with a “D”, those of indirect referencing with an “I”.*

- \_\_\_\_\_ 1) That was one of eight crashes over 20 years for Korean Air, which at the time held the worst safety record of any airline, **as** award-winning sociologist and writer Malcolm Gladwell **relates** in his recent book *Outliers*. (Para. 2)
- \_\_\_\_\_ 2) The takeaway, **according to** Gladwell, is that “cultural legacies matter—they are powerful and pervasive and they persist”. And he adds, “when we ignore that fact, planes crash.” (Para. 4)
- \_\_\_\_\_ 3) Tufts psychology professor Nalini Ambady **puts it this way**: cultural neuroscience shows that “there is malleability in the neural structure depending on cultural exposure”. The brain, she says, is a “sponge that absorbs cultural information”. **What she and other cultural neuroscientists have discovered is that** although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained from immersion in a particular culture. (Para. 7)
- \_\_\_\_\_ 4) **What MIT researchers demonstrated was that** two culturally distinct groups were using different parts of their brain for the same simple task. (Para. 11)
- \_\_\_\_\_ 5) Joan Chiao, professor of psychology at Northwestern University who coined the term cultural neuroscience, **conducted a study** in October 2009 **that showed distinctively** how culture can override genetic imperatives... Chiao **concludes that** the collectivist culture of East Asians supersedes their genetics in helping to fight off depressive tendencies. (Para. 14)

## 2.1 Paraphrasing

**Paraphrasing** is an important academic writing skill. It is an effective way to avoid plagiarism. When paraphrasing, we restate original information using our own words, **with the purpose to achieve greater clarity**.

### Paraphrasing Guidelines

- Use your own way and style of expression. Change not only words, but also sentence structures.
- Use quotation marks for words or expressions that are distinctively the original author’s style.
- Do not change original meanings.

## ➔ Task 5. Paraphrasing

Practice paraphrasing the following sentences according to the guidelines.

1) “When you are exposed to a culture over lifetime, your brain reorganizes,” contends Bharucha, “The connections between the neuron change, then the brain develops these cultural lenses through which you perceive the world.” (Para. 12, Text 1)

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2) Despite their promise, however, the implications of cultural neuroscience are also rife for misinterpretation. Freeman worries it could be misconstrued to promote negative stereotypes. (Para. 15, Text 1)

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3) To highlight the networking of these factors and weigh the effects of transferring technologies, I will compare two scenarios... (Para. 1, Text 2)

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4) ...the risk of harmful consequences increases when one culture introduces a technology into a foreign culture as opposed to the latter one developing the technology on its own. (Para. 7, Text 2)

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## 2.2 Summarizing

Summary writing is very common at the university. You will be assigned to write summaries for different purposes, e.g., to report on a reading required in a course, to answer questions in exams, to record key information of your readings for later uses, etc. Summary writing is also an integral part of review writing (e.g., article reviews, book reviews, literature reviews).

When we write a **summary** of an article, we use our own words and style of expression to restate the main ideas as briefly as possible **without altering the original meaning or adding our personal views or comments.**

### Guidelines for Summary Writing:

- **Be faithful** to the original meaning. Do not include any personal views and comments.
- **Be brief, objective and clear.**
- Provide key and relevant ideas and show how they relate to one another. **Do not include unnecessary details.**